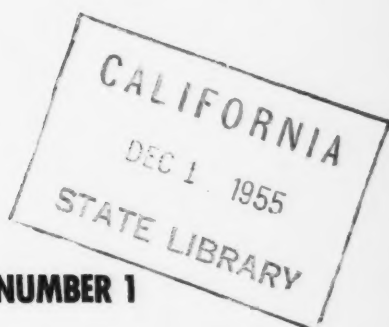


# **BULLETIN**

## **SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA**



**VOLUME 27, NUMBER 1**

**NOVEMBER, 1955**

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# BULLETIN

## OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

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November, 1955

Volume 27, No. 1

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Workshop.....Margaret Girdner, San Francisco Public Schools, 135 Van Ness, San Francisco 3.

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## MEETINGS AND EVENTS FOR 1954-55

### STATE MEETING

**Date:** October 29-30, 1955  
**Place:** Carmel Valley Inn, Carmel Valley, Calif.

### SOUTHERN SECTION

#### BOOK BREAKFASTS

**Chairman:** Mrs. Katherine F. Gibson  
**Place:** Belmont High School  
 1575 W Second, Los Angeles 26  
**Time:** 9:00 a.m.  
**Dates:** October 1, 1955  
 November 5, 1955  
 January 7, 1956  
 February 4, 1956  
 March 3, 1956  
 April 7, 1956  
**Program:** Book reviews of the latest and most significant books for all ages

**Date:** November 17, 1955  
**Place:** El Monte High School, El Monte  
**Time:** 7:30 p.m.  
**Leader:** Wilma Bennett  
**Topic:** The Teacher and the Library

#### CHRISTMAS MEETING

**Date:** December 3, 1955  
**Place:** Lafayette Hotel, Long Beach  
**Morning Session**  
**Time:** 10:00 a.m.  
**Speaker:** To be announced  
**Program:** Reading  
**Luncheon Session**  
**Time:** 12:30 p.m.  
**Place:** Lafayette Hotel Dining Room  
**Speaker:** Esther Warner (Mrs. John Dendel)

### COUNTY INSTITUTE

**Date:** October 20, 1955  
**Place:** South Pasadena High School Auditorium, Pasadena  
**Time:** 7:30 p.m.  
**Speaker:** Leonard Wibberly  
**Topic:** An Author Looks at Teen Ageds

#### SPRING MEETING

**Date:** May 5, 1956  
**Place:** To be announced

### NORTHERN SECTION

**Date:** December 3, 1955  
**Place:** San Francisco  
**Topic:** Book Reviewing  
**Leader:** Robert E. Muller  
**Date:** February 4, 1956  
**Place:** Sacramento  
**Topic:** Joint Meeting with the State Audio-Visual Association  
**Leader:** Glenn Thompson

**Date:** April 14, 1956  
**Place:** San Jose  
**Topic:** Joint Meeting with the Student Library Association  
**Leader:** Miss Dora Smith  
**Date:** May 12, 1956  
**Place:** Modesto  
**Topic:** Annual Spring Business Meeting  
**Leader:** Ida May Edwards

## AN INVITATION TO JOIN THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

I herewith transmit my annual membership dues of \$2.50 in the SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA ☐ SOUTHERN ☐ NORTHERN SECTION, for the year July 1, 1955, to June 30, 1956, \$1.00 of which is for a subscription to the BULLETIN OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA for one year.

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#### Southern Section

ELEANOR BEACH  
 California High School  
 Whittier, Calif.

Only names of members who have paid by December 1 will appear in the January Directory issue of the BULLETIN.



## PRESIDENT'S MESSAGE

*To the Members of the School Library Association of California, Greetings!*

1955! A landmark in our history! This year we celebrate triple anniversaries—a 15th, a 20th, and a 40th! On August 25, 1915 in Oakland the California School Library Association was established. Twenty years later on October 20, 1935 at Fresno, a new constitution was adopted and our organization acquired its present name. During the war years, due to attendant transportation problems, state meetings were cancelled. Thus our conference on October 29-30 at Carmel Valley Inn was our 15th Annual State Meeting.

Looking backward we realize that our association has traveled far. Our organization has been made strong by its professional accomplishments through the years, which have been made possible by courageous, far-seeing and service-giving librarians, who have left us a rich heritage. Now, in these days of attempts at censorship and attacks on librarians, we need each other more than ever before. We need to belong to the School Library Association of California, to attend meetings, to read our Bulletins, to serve on committees and to discuss mutual problems, thereby gaining the important sense of security in our work—the invaluable sense of solidarity. "United we stand; divided we fall."

Let us be proud of our wonderful profession. It is definitely one of the busiest, if not the most stimulating, for it is really a combination of three professions: counselor, librarian and teacher. A good library has been said to be "the heart of a school," and of course, it is the librarian who makes the heart beat. Our profession pre-

sents a definite challenge. Let us prove to our administration, our faculty and our students that we are not "dragons guarding the golden apple," that we are not absorbed in detail, but that we do have time for friendliness, patience, sympathy and understanding, and that because of our efforts, our students are taught to become life-long library users and readers of books.

In a democracy every citizen is a sovereign, and this fact imposes upon him an obligation to act intelligently. We must succeed in impressing upon our students a realization of what it really means to be well-read. In this world of distracting and disturbing influences, we must do our utmost to encourage students to read and think. We should emphasize the "positive books" which stress such values as truth, honor and virtue, the worth and dignity of individual man, and the importance of living together harmoniously in a free world.

Let us go all out this year to promote the constitutional objective of our association: "to further the professional interests and standards of libraries and librarians in educational institutions of California." This is the year in which to renew our contacts, our friendships and our efforts to assist our association, which has so much to offer. Our association is here, **BUT WE DO NEED YOU!**

*Sincerely,*  
*Eileen McQuinn*

# Ellanora H. Kramer Elsie Holland

To me has been assigned the extremely pleasant duty of being president of the Southern Section of SLAC, and I wish to extend my heartiest greetings to all the members of our organization. The rapidly expanding school population in southern California is a tremendous challenge, and I hope each one of you when the opportunity comes your way will spread the word of our SLAC's existence and professional activities. Thus, every member will become a working member in extending our goals and achievements.

The seeds of last year's activities continue to grow, and perhaps some fruition will appear in 1955-56. During the past spring, a questionnaire circulated among the Southern Section members, revealed the importance the majority placed on the benefits gained from the monthly Book Breakfasts. Gratified by this response, the Book Committee will carry on the original spirit and purpose of their meetings. Therefore, more book reviews, evaluations, occasional authors, your attendance and participation will be most rewarding.

The Professional Committee is developing a vigorous set of plans which will achieve many objectives. One of their first projects this year centers around two Institute programs, planned jointly with the Los Angeles County Board of Education. One will sponsor an author, who is currently and very successfully filling-in a gap long felt by educators of young adults — adapting adult subject material to the teen-age level. The second revolves around the role and relationship of the teacher in the library. Meanwhile, arrangements are progressing toward a bigger Career Conference which will be held in the spring. The types of presentations are being planned. One, geared to the younger-

Greetings! from the Northern Section to all members of the School Library Association of California. Greetings especially to the newcomers in our section whom we hope will play an active part in our meetings and projects.

Activities in the Northern Section started with a Council Meeting on September 17th in Stockton, where tentative plans for the year's program were made. Minutes from this meeting were sent to all Northern Section members, and throughout the year this policy of sending council meeting minutes to all members will be continued. Tentative program for this year will include the State Meeting at Carmel Valley Inn on October 29th; a Book Review meeting in San Francisco on December 3rd; Joint State Audio-Visual and School Library Association of California Northern Section in Sacramento on February 2, 3, 4 (the 4th being especially planned for librarians) Student Assistant Meeting in San Jose on April 14th; and the Spring Meeting in Modesto on May 12th.

Plans for a Summer Workshop will again be spearheaded by the Northern Section.

We hope that our year's activities will meet the needs and support of all school librarians of the Northern Section of California.

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age group will be inspirational in its appeal, while the second, aiming toward the older student, will develop the more specialized goals of librarianship as a career. Recruitment of young librarians continues to be a major project in all our groups, and if we are to carry on the fine stand-

(continued on page 25)

## THE GLITTER AND THE GOLD

RICHARD S. ALM

From *The English Journal*, September, 1955. Reprinted with permission.

The last twenty years have seen not only the coming of age of the novel for the adolescent but also a flood of slick, patterned, rather inconsequential stories written to capitalize on a rapidly expanding market. Earlier, the reading available to the ten-ager was limited to literature written for adults, an occasional story of merit involving an adolescent hero or heroine, and a great many series stories patterned on the adventures or exploits of a young super hero.

Today, however, there is coming from the presses a steady stream of junior novels and novels written for adults but taken over by young readers. Writers, perhaps noting the heightened attention given to adolescents and their problems by psychologists, educators, and librarians, have turned to the personal concerns of the teen-ager as the focus of their novels. In the main, these authors deal with an adolescent's relationships with others his own age, with his parents and other adults, and with such worries as deciding upon and preparing for a job, "going steady," marrying, and facing the responsibilities of adulthood.

In writing about these problems, most novelists present a sugar-puff story of

what adolescents should do and should believe rather than what adolescents may or will do and believe. Such stories reveal the novelists' lack of knowledge or insight into adolescent behavior as well as a lack of writing ability. These writers do not penetrate beneath the surface of the situation they create. Their stories are superficial, often distorted, sometimes completely false representations of adolescence. Instead of art, they produce artifice. They may not, it is true, intend to produce art, but they fail to breathe *any* life into their characters or to create stories with any substance. The reader of the inferior novel can often, from the very first page, predict with accuracy and perhaps with detail the plot, the characterization, and the outcome.

In writing for young people, the novelist is ordinarily concerned with an adolescent beset with a problem or series of problems. In the inferior novel, the teen-ager solves his problems with a minimum of effort. If he meets rebuffs, they serve only to display his exaggerated talents. He is, frequently, the all-wise person in the story, instructing and directing the adults around him. Usually he is a model of virtue—the more-than-kind, noble hero who sacrifices whatever is necessary to make others happy. The young heroine of Janet Lambert's *Candy Kane* is a classic example of such a paragon. Candy is invariably completely unselfish. When Barton protests that she does too much and suggests that the other young people in the com-

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Richard S. Alm is assistant professor of English and education at the University of Hawaii. He is co-author of *Social Understanding Through Literature: A Bibliography for Secondary Schools* (National Council for the Social Studies, 1954), and a member of the Committee on Senior High School Book List of the NCTE.

munity should reciprocate her many kindnesses, Candy says, "'I like to do things for people.'" Jane, the young girl who works at the Officers' Club, pictures Candy as a noble influence in her life: "'Whenever I'm tired or low or am thinking, oh, what's the use, you [Candy] come popping in. . . . Oh, Candy honey. . . . You're such a dear little girl.'"

Candy displays none of the normal reactions of a fourteen-year-old. When all her friends go to the Junior Hop, Candy is neither lonely nor unhappy. Without any feeling of jealousy or of being left out, she goes to the scene of the dance to sit on the ground outside and listen to the music. She thinks about Anne, who is inside, and wonders ". . . what Anne would say if she could see her spreading her coat on the ground beneath a pine tree, laying out a wilted bar of chocolate and a package of chewing gum. Not for all the world would she have changed places with Anne." Such saccharine sentiments are typical of this heroine who is, literally, too good to be true.

Candy's friends are voluble in their praise of her direction and advice. Dirk, for example, is delighted that Candy has resolved his problems: "'I think someday you will become one of our most eminent psychologists. You snapped us both out of a complex mighty quick.'" At the end of the story, Candy herself summarizes her accomplishments with pride: ". . . she thought how pleasant life was. Jane and Corp were to be married; Leigh was out with Chris; her mother and father were laughing together in the kitchen. . . ." With, presumably, the greatest of ease, Candy has settled all questions.

Oversimplification is reflected, too, in the way in which major changes in the personality of a character are quickly effected. In Helen Boylston's *Sue Barton, Neighborhood Nurse*, what seem to be deep-rooted problems and frustrations of the adolescent Cal are satisfactorily disposed of within eight days by the guiding angel of the neighborhood, former nurse Sue Barton Barry. In Janet Lambert's *Star-Spangled Summer*, an eloquent teen-ager, Penny Parrish, influences Langdon Houghton to change life-long habits of reticence to an openness and geniality that make him not only his daughter's companion and confidant but also a favorite of her new friends. The process is a simple one for Penny—writing a letter aimed directly at the man's cold heart and prescribing for him a few days' observation of what the "average American family" is like.

The motivation of such characters is reduced to a single factor. For Penny Parrish, it is her frequently expressed desire to make all others happy. For Sue Barton Barry, it is to be the all-sacrificing, perfect nurse, who, after marriage, which becomes a working partnership with her doctor husband in directing a clinic and caring for three children, still feels remiss by not being on active nursing duty.

In the inferior novel nothing is impossible for the adolescent. He sets his own goal and, armed with great determination, always reaches it. This is especially true in the so-called career stories which too frequently glamorize and misrepresent a vocation, instead of giving the young reader some real understanding of a worker on a job. For example, in the widely-read *Peggy Covers the News* by

Emma Bugbee, young Peggy Foster prizes a job on a metropolitan daily and, despite million-to-one odds, wins one. Furthermore, though Kate Morrison, an older woman on the staff, repeatedly underscores the drudgery of a reporter's life, Peggy herself rides always on a crest of excitement. Even the assignments that would have been thought dull by other staff members fascinate her: "... to Peggy they were the very stuff of adventure." She says over and over that hers is a thrilling job:

This was much more fun, really, than any other job in the world. You never knew from one moment to the next what you would be doing.

School teachers, poor things, always had the same old Caesar or the same old algebra, year in and year out. Librarians, saleswomen, almost all professional women did their work without much change of scene or material. Doctors, of course, lived under an always shifting schedule; but, after all, they must find measles and dyspepsia and sore throats rather monotonous, and their big adventures with victims of automobile accidents were not numerous.

Peggy's mind raced along merrily, comparing her lot with that of all other unfortunate groups of wretched womanhood, doomed never to be reporters.

With little experience and a limited background but with the equanimity of a Pulitzer prize-winning by-line reporter, Peggy has established herself in the newspaper world.

Especially significant in the weakest of these novels is the writer's approach to the idea of *maturity*. These stories give little indication of the *development* of maturity, since so many of the heroes and heroines, even those fourteen and fifteen, are already performing on an adult level. They make their own plans, they work out their own destinies, they assist or

direct everyone around them, including the adults.

Inconsistencies in characterization also mark the lesser adolescent novels. In Mary Wolfe Thompson's *The Steadfast Heart*, heroine Jo, on first meeting her foster parents, is unusually perceptive about their reactions. Later, however, she seems almost dull-witted. Even with many clues to the nature of the Bentleys' sorrow (the loss of a young son), she is, presumably, never aware of what is troubling them. Furthermore, in spite of a number of situations which might pique her curiosity, she never seems curious. Although she is supposed to be primarily concerned with the improvement of the relationship between her and her sister and the Bentleys, she misses most of the opportunities to bring about such improvement.

Another inconsistency in Jo involves her status at the Bentleys and in the community. At the beginning of the story, she is embarrassed and self-conscious about being a state ward; she worries about the reactions of her classmates and of the townspeople toward her. However, in two incidents in which this embarrassment might have been heightened, she displays no feeling at all about her status. To earn spending money, she goes from door to door in town selling nuts she has gathered from the woods near the Bentleys' farm and never once is embarrassed. In the other situation, Mrs. Preston, the mother of Jo's boyfriend Marc, volunteers to write her niece for clothes for Jo; the latter is delighted and shows not the slightest discomfiture. Despite evidences of Jo's growing maturity in some respects, there is nothing in the story to prepare

the reader for so great a change. Therefore, Jo is, at many points, an unconvincing character, one whose reason for being is to force consideration of such problems as dealing with a drunken father, becoming emotionally independent of others, "going steady," but as someone apart from the problem and not herself emotionally involved.

That these poorly-written stories are highly popular with young readers indicates that adolescents have little regard for the disdain or reservations of adults. Thus, these books and others like them—the series, certain sanctimonious religious stories, the patently false love story, and the monotonous, patterned Western—endure.

But not all novels written for or read widely by teen-agers are—from a literary point of view—trivial. Of those which focus on problems common to adolescents, a number are rather well-told stories about credible adolescents, working out, in credible situations, these problems. A few are works of real stature. The hero of these stories is a more complex individual whose actions are carefully motivated. He meets rebuffs, learns certain limitations about himself, develops a sense of responsibility, and makes adjustments regarding his basic problem; in short, he becomes a more mature person.

In Anne Emery, the teen-aged reader has a novelist of considerable merit. Though some of her characters may seem too *nice* and her stories too pat, she shows in her teen-agers a growing maturity, not contrived nor unexpected but rather clearly developed. Sally in *Senior Year*, for example, learns gradually that she is merely a

carbon copy of the girls she chooses as her best friends and that she must learn to respect her own individuality. Sally and Scotty, in *Going Steady*, discover that marriage will not mean the end of their problems but the beginning of other, more complex ones. In a third novel, *Sorority Girl*, Emery tells the story of Jean, Sally Burnaby's younger sister, and her relationship to a high school sorority. Here Emery deals with a common enough problem but somehow is less deft in handling the situation. In none of these novels does the problem get out of hand; it serves as the focal point of the story, but the emphasis is on the characters and their reactions.

Betty Cavanna, too, is a writer of some importance. In Rette Larkin, the heroine of *A Girl Can Dream*, she creates a tomboy whose unconventional behavior and ambitions make her a conspicuous member of the senior class. Unfortunately, the characterization is not carefully sustained, and the story ends too neatly with all *i's* dotted and all *t's* crossed. In *Going on Sixteen*, an earlier story, the shy, withdrawn Julie Ferguson develops into a more self-confident, poised adolescent. This heroine is a convincing figure throughout the story. Changes in Julie are carefully prepared for and are neither abrupt nor exaggerated. The one opportunity for giving the story a fairy-tale twist—Julie's attempting to sell her sketches of puppies to an art editor to earn enough money to buy Sonny, the thoroughbred Collie—Cavanna turns instead into an experience that helps Julie to grow up. Betty Cavanna is sensitive to the happiness as well as the pain of ado-



lescence, and her stories of ten-agers reflect both.

Another good story from a prolific writer for the teen-aged audience is *Street Rod* by H. Gregor Felsen. Though somewhat similar in theme to his earlier *Hot Rod*, this novel is a more carefully-written account of the despair of a sixteen-year-old who wants desperately to own a "souped-up" rod. The young hero, Ricky Madison, is a remarkably vivid figure in contrast to the rather superficially-drawn hero of *Hot Rod*. Felsen's delineation of the boy is a careful one. There is no magic alteration of his behavior; his values change slowly. Despite a growing sense of responsibility, however, Ricky finally races his rival—to his own death. This ending is a shock to the reader, not because Felsen's characterization is inconsistent but because he departs from what the typical writer for teen-agers would do in winding up the story.

A second story by Felsen which has caused a considerable stir in recent years is *Two and the Town*. In treating a subject which is ordinarily taboo—the pregnancy of a high school girl and a marriage forced upon two teen-agers—Felsen does an excellent job in creating plausible situations and what seem natural reactions on the part of the adolescents. The story has flaws: Buff's mother makes an abrupt about-face in her reactions toward Elaine—an unconvincing change; Buff's redemption and return to his family are too neatly accomplished to be credible. But flaws notwithstanding, Felsen tells frankly and rather well this story for teen-agers in their own idiom and with real insight into the way they sometimes become in-

volved in complex situations which change their entire lives.

Most of the stories dealing with the adolescent's personal problems interest principally girls. Certainly of the novels which are outstanding, most are for girls. Undoubtedly, the most widely talked about and most praised of all contemporary novels for the adolescent is Maureen Daly's *Seventeenth Summer*. Burton believes that it "captures better than any other novel the spirit of adolescence."<sup>1</sup> Edwards declares that with the appearance of *Seventeenth Summer* in 1942 "the new field of writing for teen-agers became established. . . . This tender story of a young girl's first awakening to love bids fair to become a classic for the teen-agers as did *Little Women* for younger girls."<sup>2</sup>

Novelists themselves have recognized the significance of *Seventeenth Summer*. Rette, the heroine of Cavanna's *A Girl Can Dream*, senses what is great about the Daly novel when she reads it in preparation for a writing task of her own. "No other book that she had ever read . . . had quite the quality of *Seventeenth Summer*. There was a homeliness, a deep-rooted honesty, a youthfulness about it that made Loretta catch her breath. She didn't live in the sort of town Angie Morrow lived in; she didn't have that sort of family; she had yet to have a love affair. Yet the story was so real and so fresh that Rette became Angie. She shared every feeling, every impulse, every hope and every thrill and every disappointment."

<sup>1</sup> Dwight L. Burton, "The Novel for the Adolescent," *The English Journal*, 40 (September 1951), p. 363.

<sup>2</sup> Margaret A. Edwards, "The Rise of Teen-Age Reading," *Saturday Review*, 37 (November 13, 1954), p. 88.

This sense of immediacy which Rette feels in reading *Seventeenth Summer* is the result of Daly's telling the story from Angie's point of view and capturing the excitement of a young girl bursting with happiness she wants to share with intimate friends. The story is a simple one of commonplace events, day-by-day life in a small Wisconsin town; yet it is an engrossing story because the reader is able to identify himself so closely with the reactions of the heroine. What might be sensational — Lorraine's affair with Martin — is played down, and the reader's attention is drawn, not to Lorraine's affair, but to Angie's reactions toward her sister. Angie's is a superb characterization. She is introduced as a rather naive seventeen-year-old, but during one summer she learns a great deal about boys, about her own emotions, and about growing up to face new problems and decisions. That the story does not end in a Hollywood manner with Jack and Angie walking off into the sunset together is a credit to Maureen Daly who does not compromise a characterization in order to make *all* her readers happy.

In the wake of Maureen Daly but not in imitation have come other significant contributors to the field of literature for the adolescent. Mary Stolz, surely the most versatile and most skilled of that group, writes not for the masses who worship Sue Barton Barry but for the rarer adolescent who sees in Anne Armacost (*To Tell Your Love*) a girl of warmth and charm, in love unfortunately with a boy who is afraid to return her love. In a summer of endless days with a telephone which does not ring, Anne slowly under-

stands what has driven Doug away. The poignancy of her losing this first, intense love is a bittersweet experience which makes her a little sadder, but a good deal more perceptive of the emotions and reactions of those around her.

The other characters, too, in *To Tell Your Love* are individuals, not types. In shifting her point of view from one to another and giving an intimate glimpse of the feelings and thoughts of each one, Stolz reveals a talent that few writers have. The reader can sympathize with Johnny who at fourteen wants to be husky and scorns his own long, bony frame. He enjoys Mrs. Armacost's discomfiture when her son learns the secret of her baking successes. He is impressed by the dignity of Theo's quiet romance and senses that an older Anne will probably be the same thoughtful kind of person. Stolz' other novels—*In a Mirror*, *The Seagulls Woke Me*, *Pray Love*, *Remember*, and *Organdy Cupcakes*—are significant contributions, too, to fiction for the adolescent. In all of them, she tells an engrossing story but, equally important, she presents characters who emerge as sensitively-drawn individuals.

Other novels of stature with appeal especially for older girls are Mildred Walker's *Winter Wheat*, Rumor Godden's *A Candle for St. Jude*, and Marguerite Harmon Bro's *Sarah*. In each, the heroine faces problems of love, career, and complex relationships with others. Mildred Walker, in telling the story of Ellen Webb, gives the reader a sense of the vastness of the Montana country and of Ellen's changing perspective toward it. Her college romance with Gil ends because she feels that they, like her parents, are too different from each other ever to be happy. When he is killed in the war, however, she realizes how much she had loved him. Out of her sorrow comes a closer relationship with her parents. When Ellen says at the end of the story, "I had



not always been glad that I was their child, but today I had a kind of pride in being born to them," her words reflect her new understanding of the two people whose relationship to each other had always baffled her.

Rumor Godden, in *A Candle for St. Jude*, lifts the curtain in the theater of ballet to reveal the struggles and the glamor of the disciples of that art. Among the many facets of a beautifully-written novel is the story of a young genius almost lost in a tangle of fiery temperaments and a hierarchy of jealously-guarded positions of prestige. Hilda, earlier regarded as only a mediocre dancer, creates music and choreography which amaze even the great Mme. Holbein with their brilliance. Hilda grows up in the tradition and discipline of the art and appears destined for greatness under Mme. Holbein's direction. Rumor Godden's prose, dramatic with the excitement of the theater, serves further to distinguish this novel.

Bro's *Sarah* is the story of a young girl faced with the problem of choosing between two careers for which she seems to have special gifts. Despite much help and encouragement by friends who smooth her path, Sarah is nagged by self-doubts and frustrated by unrealized dreams. The fascination of the story lies in its Cinderella-like quality, but this is no pedestrian romance; Bro's skill as a storyteller makes it a superior novel.

Although there are more teen-age problem novels for girls than for boys, there are several notable stories, intended initially for adults, which have particular appeal for boys: *Hie to the Hunters*, *The Folded Leaf*, and *Walk Like a Mortal*. The audience for each of these, however, is limited in that the stories are not of universal interest.

Jesse Stuart, among his many accounts of the Kentucky hill people, has written a novel which focuses on an adolescent's need for independence from his family

and the shift in values which such an achievement involves. In *Hie to the Hunters*, young Didway Hargis leaves his parents to join the hill people and comes to know a life different from his own. Later, a somewhat maturer Did returns to his own people in town, but having been accepted by the hill folk, he knows in the future he can move freely among both groups. Stuart, who as a regional writer is important on the American scene, illuminates the problems of a young boy against the background he knows so intimately. The reader gains a sense of not only the individual but also the contrast and conflict between the ways of two groups.

*The Folded Leaf* by William Maxwell, a novel of rare beauty, will be read primarily by the mature adolescent. In it, the author contrasts the gentle, bookish Lymie Peters and the handsome, athletic extrovert, Spud Latham. In delineating the relationship of two boys growing into manhood, he probes into their backgrounds, noting carefully the psychological influences on them. With great insight he reveals the forces which pull them together and those which eventually drive them apart. Despite the melodramatic denouement, the story is a unique study of a friendship.

In the third novel, *Walk Like a Mortal*, Dan Wickenden writes with rare perception the story of Gabe Mackenzie who, at seventeen, sees his parents' marriage disintegrate. Though a rather mature boy at the outset, Gabe is torn between conflicting loyalties and an inability to translate the actions of his mother and father into terms he can understand. As he adjusts to a new life without his mother, he comes to understand her better. When she returns, however, he discovers that his reliance upon her has been superseded by a more mature relationship with his father. This story of an adolescent's response to the breakup of his home is told with ex-

traordinary skill; no contemporary writer has matched Wickenden's treatment of the subject.

Among stories read widely by teenagers are two by outstanding contemporary writers who have heretofore been concerned with adult fiction or biography. Though not ordinarily called *problem novels* for the adolescent, *The Yearling* and *Johnny Tremain* do center in the development of an adolescent's personality. *Johnny Tremain*, though set in American Revolutionary days, is a timeless story. Esther Forbes writes of a teen-ager's dilemma when circumstances alter his life. As the arrogant young genius in Latham's silvershop, Johnny's future seems secure. But an accident maims his left hand and forces him to abandon his dream of becoming a silversmith. Sensitive about the appearance of his hand, scorned by his former co-workers, confused because he does not know where to turn, Johnny exists aimlessly until he meets Rab and becomes imbued with the spirit of the colonists' cause. Inspired by Rab's devotion to the Revolution, Johnny loses his self-consciousness, takes on greater responsibilities, and, finally, finds himself a part in the Revolution. Esther Forbes captures the spirit of the times and of the people. Her novel is an important social document as well as a powerful narrative.

Marjorie Kinnan Rawlings, in *The Yearling*, tells the story of Jody and his fawn, which to him represents a friend and a kind of security. Eventually, his relationship with Flag is the bridge whereby he moves from childhood to greater maturity. Rawlings writes with compassion for the Baxters who live near the soil and work desperately for a living. The reader sees Jody, growing up in an isolated spot, dependent upon an understanding father and a stern mother. Through the storyteller's omniscient eye, the reader senses the complex nature of their family relationships and the feelings

they hold about each other but do not openly reveal.

Two other significant stories which are concerned with a boy's closeness to nature are James Street's *Goodbye, My Lady* and Paul Annixter's *Swiftwater*. Each is a moving portrayal of a boy struggling with the world that encroaches upon his own rather limited sphere and the influence of that struggle upon him.

All the novels discussed here have one element in common: the young hero or heroine is attempting to cope with a personal problem. Each is concerned about his family or his friends or his own individuality and usually his future. Each novel concentrates, to some degree, on the question of the maturity of the central character. To distinguish between the superior and the inferior story, one must consider the novel both as a literary piece and as a vehicle for the presentation of a problem. Such questions as the following may help the reader to make such a distinction: Is the story one of credible people in a credible situation? Does the story have unique qualities, or is it a repetition of an often-used pattern? Do the characters grope somehow in dealing with their problems, or are their reactions formalized and pat? Is the problem of the adolescent in proper perspective in the novel, or does it loom so large that neither story nor characters emerge clearly? Is the stage of maturity of the central character developed naturally, a measure at a time, or is it a magic process accomplished mechanically? Is the reader given some insight into the characters' lives, or must he rely upon superficial sketches? These questions are not easy for the reader to answer, but they suggest approaches by which adolescent fiction may be more adequately judged. To the extent that a novel meets these criteria the writer reveals his ability to deal with the personal problems of an adolescent within the context of literary art.

## FIFTY NEW PICTURE BOOKS

ROBERT E. MULLER

The fifty new picture books listed below are a sampling of the more than one hundred and fifty new books for the youngest readers published this fall. As is usual these days the new juveniles are in general, good, well and lavishly illustrated, and exciting to see.

A word of caution about bindings: Picture books are usually large, and usually poorly bound for library use. Many are bound in boards that wear and fray very quickly under the caress of tiny hands. Pre-binds are almost mandatory in most cases, and the increased life of the book more than justify the additional expense. All of these books are readily available in laminated or silk-screen covers that wear well and improve the cover appeal greatly. A few titles in the list are available in publisher's bindings that will withstand substantial wear, and some are available in reinforced library bindings.

- Anderson, C. W. *Blaze and Thunderbolt*. Macmillan, \$2.50. Billy and Blaze go West for vacation, and have adventures with wild pony. Illus. by author.
- Andersen, H. C. *The ugly duckling*. Tr. by R. C. Keigwin. Macmillan, \$2.50 New edition, beautifully done. Printed in Denmark to celebrate 150th anniversary of Andersen's birth. Illus. by Johannes Larsen.
- Ardizzone, E. *Little Tim and the brave sea captain*. Oxford, \$2.50. Famous first Little Tim book entirely redrawn and re-designed.
- Austin, M. *Brave John Henry*. Dutton, \$1.75. A story of a small boy, a small dog and a large cat, and boundless imagination. Illus. by author.
- Barker, M. *How little boats grow*. Lippincott, \$2.25. Little Jimmy watches six little men build a boat, and learns how little boats grow from keel to launching. Illus. by author.
- Beatty, H. B. *Thumps*. Houghton, \$2.75. The story of a pig not content to live in a sty, who joins a circus and learns to do many tricks.
- Beim, J. *A boy on Lincoln's lap*. Morrow, \$2.00. Three boys have fun climbing on Lincoln's statue, and learn why he was a great man, and find a way to pay him honor. Illus. by Tracy Sugarman.
- Bellemans, L. *Parsley*. Harper, \$3.50. Friendship between stag and pine tree, and how the old pine tree saves the stag's life. Illus. by author.
- Bromhall, W. *The princess and the woodcutter's daughter*. Knopf, \$2.00. A charming story about a lonely little princess who runs away from the palace. Illus. by author.
- Brown, M. W. *Little brass band*. Harper, \$2.00. A little brass band from early morning till night, into town and out again. Imaginatively illus. with much color by Clement Hurd.
- Brown, P. *Daffy Taffy*. Scribner, \$2.50. A daffy pony that always wants to do what other animals or people do. Illus. by author. Publisher's binding good.
- Butters, D. G. *Papa Dolphin's table*. Knopf, \$2.00. Whimsical and amusing adventures of the Dolphin family, and their wonderful, oversized table. Illus. by Kurt Werth.
- Carroll, R. *Digby, the only dog*. Oxford, \$2.75. The only dog on an island of cats learns to adjust behavior when more dogs arrive. Illus. by author.
- Collin, H. *Young Hans Christian Andersen*. Viking, \$2.75. Andersen's childhood, and the beginning of his success. For 150th anniversary. Illus. by author.
- Delaune, L. *Giraffes can be a trouble*. Dutton, \$2.00. A small boy asks for a giraffe as a birthday gift, and complications follow. Illus. by Robin King.
- Eberle, I. *Evie and the wonderful Kangaroo*. Knopf, \$2.50. How a little girl acquired a pet kangaroo that became both playmate and chaperone. Illus. by Louis Slobodkin.
- Evers, A. *Three kings of Saba*. Lippincott, \$2.50. A beautiful telling of a new facet of the Christmas story. Illus. by Helen Sewell. For intermediate grades.
- Fatio, L. *The happy lion in Africa*. Whittlesey, \$2.00. A new adventure of the happy lion, this time in Africa. Illus. by Roger Duvoisin.
- Flora, J. *Fabulous fireworks family*. Harcourt, \$2.75. A Mexican boy's greatest desire is to be a master fire-work-maker like his father and grandfather. Beautifully illus. by the author.
- Frasconi, A. *See and say*. Harcourt, \$3.00. Picture book in four languages. Colorful illus.

- of simple objects with word or phrase for each in English, Italian, French and Spanish. Pronunciation guide. Illus. by author.
- Freeman, D. *Mop Top*. Viking, \$2.00. Moppy doesn't like to have his hair cut, but visits the barber just before his first birthday party. Illus. by author.
- Goodenow, E. *Peevish penguin*. Follett, \$2.00. The comical story of a penguin who is determined to fly. Illus. by author. Junior Guild selection. Library ed. \$2.50.
- Hader, B. *Home on the range*. Macmillan, \$3.00. A small boy spends the summer in Wyoming; plays with Indian boy and is adopted into the tribe. Illus. by authors.
- Hoff, S. *Patty's pet*. Abelard-Schuman, \$2.50. Patty wants a pet, and finds a stray pussy. Illus. by author.
- Hogner, D. C. *Rufus*. Lippincott, \$2.50. The story of a hound and a boastful young red fox. Illus. by Nils Hogner.
- Hoyland, R. *Ethelbert: the tale of a tiger*. Knopf, \$2.00. Ethelbert's love for swimming leads him into many wondrous adventures. Illus. by author.
- Johnson, C. *Harold and the purple crayon*. Harper, \$1.50. Harold creates adventures as he goes along with his wonderful purple crayon. Illus. by author.
- Jupo, F. *Hinkledinkl*. Macmillan, \$2.75. An old German folk tale, charmingly retold. Illus. by author. Publisher's binding good.
- Kay, H. *Snow birthday*. Farrar, \$2.50. How Stephen celebrates his birthday. Illus. by Barbara Cooney. Junior Literary Guild selection.
- Kingman, L. *Mikko's fortune*. Farrar, \$2.75. A Finnish boy with father away at war, wanders away trying to find a cow for his mother. Illus. by Arnold Bare.
- Kraus, R. *All the mice came*. Harper, \$1.75. All the mice are invited to a party, and are surprised by the host. Illus. by author.
- Lenski, L. *Dog came to school*. Oxford \$1.50. A dog comes to school with a boy, and participates in class work. Illus. by author.
- Lipkind, W. *Chaga*. Harcourt, \$2.50. Chaga, the elephant, is reduced to the size of a rabbit, and learns what it means to be small in a large world. Illus. by Nicholas Mordvinoff.
- Louden, C. *Far into the night*. Scribner, \$2.50. Story of a Balinese dancing girl, showing life and arts of Bali. Beautifully illus. by author.
- MacGregor, E. *Theodore Turtle*. Whittlesey, \$2.00. A loveable, absent-minded turtle keeps losing his belongings. Illus. by Paul Galdone. Junior Guild selection.
- Marino, D. *Song of the pine tree forest*. Lippincott, \$2.00. While hunting for lost brother, the children learn what makes the song in the pine tree. Illus. by author.
- Milhous, K. *With bells on*. Scribner, \$2.00. A Christmas story of Pennsylvania in covered wagon days. Illus. by author. Junior Guild selection.
- Reiss, M. *Flying the Atlantic*. Abelard, \$2.25. Factual presentation of all aspects of trans-Atlantic air transport.
- Rukeyser, M. *Come back, Paul*. Harper, \$2.50. A book full of reassurance for all small children who have ever turned around and found their grownups have disappeared. Illus. by author.
- Sage, J. *The man in the manhole*. Scott, \$2.25. Reissue of the nursery classic about the "fix-it-men" — carpenter, plumber, painter, telephone man, and others. Illus. by Bill Ballantine. Publisher's binding good.
- Sanders, S. *Flying horseshoe ranch*. Viking, \$2.75. A mixture of fantasy, satire, and straight western. Illus. by Barbara Latham.
- Schlein, M. *Lazy day*. Scott, \$2.00. Easy relaxed feeling of a day when nobody hurries. Illus. by Harvey Weiss. Publisher's binding good.
- Scott, S. *Jason and Timmy*. Harcourt, \$2.00. A small boy proves he can be a real help and a good sport when along with older boys. Illus. by Beth Krush.
- Simont, M. *Plumber out of the sea*. Harper, \$2.00. A plumber, tired of work, sails away on a sailboat, until unusual circumstances bring him back. Illus. by author.
- Steiner, C. *Patsy's pet*. Doubleday, \$1.50. A story in rhyme, about Patsy, who found a pet that is just right for a city apartment. Illus. by author.
- Sterne, E. G. *Ball for Little Bear*. Aladdin, \$2.25. An Ojibway legend about how Big Bear plucked great round sun out of the sky for Little Bear to play with. Illus. by Dick Mackay.
- Thayer, J. *Mrs. Perrywinkle's pets*. Morrow, \$2.00. Mrs. Perrywinkle learns how to be happy with two determined cats and one domineering dog. Illus. by Paul Galdone.
- Watson, K. D. *When is tomorrow?* Knopf, \$2.00. A charming picture-story giving a easy, understandable concept of time. Illus. by Aldren Watson.
- Willie, R. *Rosie's Josie*. Children's Press, \$2.80. Josie is Rosie's little tired car, that one day balks in the middle of a hill. Publisher's binding good.
- Zion, G. *Summer showman*. Harper, \$2.00. A boy's secret is the big hit at the Fourth of July celebration. Illus. by Margaret Bloy.

## LIBRARY LEGISLATION IN CALIFORNIA, 1955\*

BERTHA HELLMUM and JOE BIGGINS

It has been some years since CLA last tried to obtain major items of library legislation in California. This last year we tried again, but the total effect was not so great as we had hoped.

We were interested in the following measures: AB 3233 (library survey), AB 3234 (school library consultant service), SB 241 (placement of books in school libraries), SB 1671 (books and materials in public school libraries), AB 987 (amending the Education code to strengthen school library service), AB 987 as amended May 6, May 13, and May 26 (changing Education code with blanket acquisition provision), and SB 747 (distribution of State publications).

AB 3233 and AB 3234 both failed to get out of Senate committees. However, AB 3233, dealing with the library survey, was the basis of House Resolution number 264, which promises to continue the study of library problems in California, by a legislative interim committee.

SB 241, SB 1671, and the May 13 amendment to AB 987 provided many anxious moments for those concerned with intellectual freedom as the bills came up for hearings before the Assembly Education Committee and upon the Assembly floor. SB 241 was dropped and SB 1671 (which contained a blanket statement regarding the acquisition of materials by school librarians) failed.

AB 987, amending the Education code and introduced by Assemblyman Ernest R. Geddes at the request of the California School Library Association Legislative Committee, was somewhat changed by amendment. School administrators opposed: (a) the section requiring a baccalaureate degree in librarianship as the

minimum standard for the librarianship credential, (b) the section stating that the credential would authorize service as a teacher of librarianship and as a librarian in any elementary or secondary schools, and (c) the section ranking the librarian (when employed full time as a school librarian) as a department head. Left in the bill, however, is a minimum of \$1.50 for each pupil (ADA) for library materials in the elementary schools. This bill passed all committees in the Assembly and Senate and went to the Governor for signature. At this writing we have no record of the Governor's action.

SB 747, affecting distribution of state publications, was amended to be in effect for two years, and was passed by all of the committees of both houses and presumably will be signed into law.

The most important measures to the members of the California Library Association were AB 3233 and AB 3234. A re-examination of the history of these two bills might well serve as background for an understanding of our whole legislative program. At the October, 1954 CLA Conference at Long Beach, the Legislative Committee was given two assignments. The first was to propose state legislation that would provide studies of:

Public library resources, services, and use throughout the state;

Coordination of public libraries with schools and other libraries in the same area;

The entire structure of public library government and library law;

Inventory of tax resources, financial support, and cost of services of California Public Libraries.

The second was to propose state legislation that would add a School Library Consultant Service to the State Department of Education.

\*Reprinted from the *California Librarian*, July, 1955.

CLA requested the state library to incorporate into its regular budget the funds necessary for a public library survey to cover the studies listed above. The state library informed the Legislative Committee of CLA that such funds had been incorporated, but at the preliminary budget hearing, the Department of Finance had deleted this item on the assumption that the administration would refuse it as a matter of policy, because the previous legislature had refused the same request.

Many CLA members sent letters to the Governor and to the head of the Department of Finance, pointing out that the public library survey funds had been deleted from the state library's 1953-54 budget only in the last Free Conference Committee after passing both houses, but they were unable to get this item reinstated.

It was at this point that AB 3233 (a separate bill requesting funds for the survey) was introduced by Assemblyman Ernest R. Geddes of Claremont. It was passed by the Assembly Ways and Means Committee and by the Assembly floor to the Senate. From there, the bill was sent to the Senate Finance Committee. One senator expressed the belief that the librarians could find out their answers to problems by "sending out a questionnaire." Another suggested that, if the survey were conducted by the state agency, local librarians and boards might find supervision rather heavy handed, and said that he believed that local boards of trustees have "sufficient intellect" to make their own surveys. The bill was tabled by unanimous vote. There was no tangible gain on this measure. After it was tabled, Assemblyman Geddes introduced House Resolution Number 264 which "resolved by the Assembly of the State of California, that the Assembly Interim Committee on Education as constituted at the 1955 Regular Session of the Legislature be authorized

to continue a study of library problems in California."

As a factual report, we should end it here. But we won't, because we believe that public library development has "gone about as far as it can go" without a comprehensive survey. Many of you who were active may feel, with the failure of your (and our) efforts, that too many legislators are insensitive, unfeeling, and unthinking, if not downright uninformed. This is an easy out for all members of CLA, but falls under the heading of "passing the buck." The sad fact is that if we, as librarians and leaders in our communities, did not succeed in enlightening our lawmakers (and the citizens of our communities who vote for these lawmakers) concerning the library survey and what it means to the people of California, we have been derelict in our duty as librarians and citizens. We should know, better than anyone else, that the public library exists as a matter of law, and that any change, for better or worse, will also have to be a matter of law. Under no circumstances can we afford to forget about the whole thing just because we have, so far, been unsuccessful.

Obviously, this calls for an education program. Our friends in our communities must be instructed as to what the survey is designed for and what it can tell us about ourselves. These same friends must instruct our legislators, because we shall continue to fail as long as we make our requests in fine, general terms, and make those requests in a whisper!

Several bills dealing with the acquisition of books and materials for school libraries were so worded that censorship seemed to be the object of the bills. So we shall say a word about censorship. We have been increasingly aware of the effects of certain pressure groups which have invaded many areas of the state with their propaganda. In the name of decency, and in the guise of "protecting our children,"



they have succeeded in setting one person of good will against another person of good will. We are all familiar with the device; it has been used by others. We must recognize it for what it is and do what we can to repair the damage. It is essential that all CLA members be on guard against such tactics, whether on a local or state level. Fortunately for us, we have a sufficient number of assemblymen and senators who have the intellectual maturity and emotional balance to give them the proper perspective on the activities of self-appointed censors.

AB 3234 (school library consultant service) was introduced by Assemblyman Geddes. It passed the Assembly Education Committee, the Committee on Ways and Means, the Assembly floor and upon reaching the Senate was sent to the Committee on Governmental Efficiency, where it was tabled. "Lack of stand" by the State Department of Education is attributed by some librarians as contributing to the failure of this bill.

Anyone interested in further details on these bills may send to The Bill Room, State Capitol, Sacramento, for copies, as amended. Other information is contained in the CLA Legislative Link, vol. 1, numbers 1 and 2, and vol. 2, numbers 1, 2, 3, 4. Future issues will contain additional information as it becomes available.

The facts are, we didn't succeed and we can't quit. If a library survey was needed in 1955, it will be mandatory in 1957. But the legislators won't make it mandatory unless, between now and then, the influential people in our communities educate them to know the need. No one person, nor one committee can accomplish this legislation. Once it is passed, it will be up to the state library, and to ourselves, to implement it for the common good.

NOTE: No job in CLA this year has been more involved than that of the Legislative Committee presided over by Mrs. Bertha Hellum, Librarian of Contra Costa County. Mrs.

## DID YOU KNOW THAT . . .

1. Assembly Bill 987 revising sections of the *California Education Code* passed the Legislature and was signed by the Governor?
2. Section 19201 was eliminated at the last minute from AB 987 due to a censorship amendment that was tacked on to appease the censorship demands of the Senate?
3. This section must be re-worded and presented again, in order to clarify Section 19183 which was worded to be dependent upon Section 19201, assuming its passage at the same time?
4. An Interim Committee of the Senate is currently studying "the need for censorship" restrictions in sections of the Education Code?
5. At the State Meeting, October 29, 1955, the SCHOOL LIBRARY BILL OF RIGHTS as adopted by the American Association of School Librarians was adopted as our basic book selection policy?
6. Copies of this BILL OF RIGHTS are to be mailed out to all California school superintendents and principals?
7. Our request for SCHOOL LIBRARY CONSULTANT SERVICES at the state level passed unanimously the Assembly Education Committee, and the floor of the Assembly, but was defeated in the Senate Governmental Efficiency Hearing just before the end of the last Legislative Session?
8. Letters were sent, to the State Department of Education following the last Legislative Session, requesting their further consideration of this position since it had been so well supported by lay and professional groups during the spring months?

Hellum has already had a distinguished career in California libraries, having served as head of branches for the Sacramento Public Library, City Librarian of Monterey, and County Librarian of El Dorado and Placerville Counties. In 1949 she went to Louisiana as demonstration librarian for the Louisiana State Library. Then, for two years she served as parish librarian for Jefferson parish at Gretna, Louisiana. After her work in the south, Mrs. Hellum returned to be field representative for the California State Library. Last year she accepted the position as County Librarian for Contra Costa. From these varied positions she has accumulated a valuable storehouse of political knowhow, the thing librarians seem to have so much trouble acquiring and putting into effect. Under her guiding hand, CLA's most ambitious political action campaign has made unprecedented strides. Certain it is that during the past few months many state legislators, for the first time, have become aware of librarians in action, and most of them now identify libraries with Mrs. Hellum and her committee.

## SLAC'S LEGISLATIVE PARTICIPATION

MRS. MAURINE HARDIN

### EDITOR'S NOTE:

*Mrs. Maurine Hardin included with her summary report immediate goals for 1955-56, listing specific requirements for a sound program in order to achieve them.*

*We feel they are so important to the success of the library bills now pending that a separate publication is planned in order for each of us to examine the plan of work and check off those items to be fulfilled individually. This is a MUST program whose success or failure rests squarely on our shoulders.*

*Not the least of the many urgent and provocative requirements set up by the Committee is consideration by the membership of hiring professional representation in Sacramento during Legislative Sessions, making available paid secretarial services for the Committee; and budgeting adequate appropriations to cover distribution of printed matter.*

*Mrs. Hardin asks, "Can SLAC afford a legislative program? If your answer is 'yes' then YOU have made a promise!"*

This, the first year that SLAC has had a Legislative program, has been one of pioneering, and of great learning on the part of your committee members. Your interest and participation have been gratefully received, for our days were long. They were filled with rapid fire activities following the regular days' work, either in matters of correspondence or in frequent round trips to the State Capitol. Until 2 a.m., your members were often found shuttling back and forth either in Sacramento or the Bay Area. It was not an easy schedule, but it was most interesting. We needed your assurances often, for we tried to know and represent your interests.

As your chairman, I wish each of you could have been privileged to admire the members of our California Assembly Education Committee in their hearings (or at work on the floor of the Assembly). They truly stand for and uphold our best democratic principles. Their leader, Donald Doyle of California's 10th Assembly

District, showed praiseworthy generalship in coping with the many problems that were presented. Our own principal sponsor, Ernest R. Geddes, proved to be a truly understanding friend to all librarians. We owe him a great debt of gratitude for his guidance and wise leadership in the many problems that arose. I wish each of you could have shared with us these rich experiences. But I shudder to impose upon anyone the grueling hours of clerical work, typing of correspondence, stuffing of envelopes at top speed, and the still inadequately arranged files of correspondence and business that need organizing. There was, and is "an ample field to plow, and feeble oxen."

These are the people who worked hard in their attempts to represent you, in the program of Legislative Affairs for 1954-55 (but the many who assisted them are unlisted).

### CONSULTANT SERVICES

Charlotte Davis  
E. Ben Evans  
Lois Fannin  
Jewel Gardiner  
Natalie Lapike  
Thelma Reid

### REVISION OF EDUCATION CODE

Nina Briggs, *Chairman*<sup>2</sup>

### BOOK SELECTION POLICIES

Grace Dunkley, *Chairman*<sup>1</sup>

Daisy Lake  
William Parker  
Jessie Boyd  
Wilma Bennett  
Thelma Dahlin  
Bob Muller

### CREDENTIALS

Clara Josselyn, Elementary  
Helen Cerise, Junior High  
Elizabeth Scott, Senior High  
Elizabeth Neal, Junior College and  
Chairman

<sup>1</sup> Grace Dunkley became chairman September 1955; committee inactive 1954-55.

<sup>2</sup> Natalie Lapike is new chairman.



## PROJECTED ACTIVITY OF CREDENTIALS COMMITTEE

The Credentials Committee of SLAC is a subcommittee under the Legislative Affairs Committee of which Mrs. Maurine Hardin is chairman.

On October 25th a letter was received from Dr. Lucien B. Kinney, Chairman of the Committee on Revision of Credential Structure in California. In it he states:

We have come to the conclusion that, before any consideration is given to specific credential requirements, that we have acceptable conclusions and information on the following questions:

1. What purpose should credentials serve, especially as related to accreditation, building of programs of preparation, and local responsibility for assignment of staff?

2. What are the evidences of inadequacy, in each special area, of the present credential structure?

3. What recommendations for revision of the structure are proposed for consideration?

We have come to the conclusion that to get useful information on these questions, each of the professional organizations in the State will need to study these questions carefully, in cooperation with the committee which will assist with fact-finding and providing for intercommunication among organizations. Your organization will receive an invitation to collaborate in this study in the near future, but it will be useful if you can anticipate the invitation by presenting our point of view at your next meeting. If an official point of view is developed by your organization regarding these questions, and others that are pertinent, we should like to have your representatives meet with our committee at an early date.

In view of the above correspondence the Credentials Committee is planning to try to answer these questions. After consultation with the state and section exec-

## SCHOOL LIBRARY BILL OF RIGHTS

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the LIBRARY BILL OF RIGHTS of the American Library Association and asserts that the responsibility of the school library is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, activities, and maturity levels of the pupils served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

---

utive boards, we will make recommendation to Dr. Kinney concerning what our Association believes to be the desired solution to this credentials problem.

### CREDENTIALS COMMITTEE

Helen Cirese

Clara Josselyn

Elizabeth Scott

Elizabeth Neal, *Chairman*

November 1, 1955.

## THE 1955 LIBRARY WORKSHOP

ESTHER L. LIPSEY

The 1954 Library Workshop under the direction of Miss Margaret Girdner, Bureau of Texts and Libraries of the San Francisco Public Schools, held at the University of San Francisco, was so enthusiastically received that the request for the 1955 session met with favorable response. The University of San Francisco again generously offered its facilities for the ten-day session. This campus, with its picturesque setting, provided a fitting background for the project.

The topic chosen for this year was "Book Selection for Curriculum Needs" and the session opened with Miss Girdner giving an opportunity for each one present to suggest problems for discussion. The replies brought out eight areas of need, among which were books with high interest and low reading level, the needs of the advanced reader, best circulating junior high school books, career books and books for the physically handicapped. The highest number of requests came from those librarians wishing lists of books in the different areas; books which have been tried and found useful to other librarians. Most of these requests were fulfilled before the end of the two weeks.

The agenda set up for the workshop included five areas: book selection for a school library; budget; book selection policy and criteria; evaluation procedures and book lists and reading guides. The consultants chosen to assist with the workshop were Miss Doris Gates and Mr. Howard Pease, which assured the success of the venture. Morning hours were devoted to special speakers and the afternoon sessions to section meetings. The Senior High School division was under the direction of Mrs. Vivian Gates; the Junior High School, Mr. Robert Mueller; and the Elementary, Mrs. Francis Erickson.

The workshop got off to a good start from the initial stage under the capable leadership of Miss Girdner. An informal, friendly atmosphere permeated each group, sparked by the warmth of the welcome expressed by Father Moneham and Sister Mary Alma, who were untiring in their efforts to keep the session running smoothly. During the morning coffee break much interplay of ideas was carried on while informal luncheon groups and inter committees were formed for the betterment of the sessions.

Outstanding among the morning speakers were Miss Charlotte Davis, Director of Texts and Libraries, Santa Barbara, with pertinent suggestions for evaluation of ephemeral and periodical literature; Mr. Bert Mason from the Industrial Arts Department of the San Francisco Schools, with a most spectacular report on an in-service study of vocational fiction and book reviewing, together with a continued program of book review, set up by his department; Sister Rita Dolores of the University of San Francisco, armed with wonderful packets of material to add to the librarians resources for purchasing music materials; Miss Kathleen McGillicuddy presenting the cause for the teachers of home economics, with their revised program of better living in the home with what we have, plus suggestions for ordering material that would go beyond talking about family living and begin to do something about it.

The group was captivated by Dr. Harold Spears, Superintendent of the San Francisco Schools, who having turned farmer for the summer, came into the city to present the superintendent's point of view on curriculum enrichment through book selection. Sighs of anguish were heard on all sides, as numerous librarians contrasted the advantages of teaching

under this library-minded superintendent with their own situations.

Publicity was given to the "School Library Bill of Rights" endorsed by the American Library Association, and declaring that "School Libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. . . ." These values tied in well with the lectures given to the group by Mr. Howard Pease.

Mr. Pease stressed the fact that children can be taught to look for values and symbols. Underlying meaning of symbols, appreciation of human values, and distinguishing between false and fleeting values (or the basic values true to life) can be instilled in young readers. A good place to begin might be with "Aesop Fables," where after several tellings, the children can begin to supply their own standards, or again in "Snow White and the Seven Dwarfs" find that, "a thing of beauty lives forever" is the symbol therein. Mr. Pease feels very strongly concerning too much escape fiction being read by young readers, saying that this trend fails to bring them face to face with reality and that the contrast between these stories and adult life which must be faced later may lead to such frustration as to cause mental breakdowns.

Some children's books, such as the growing field of fantasy, may be used by the teacher as stepping stones to the reading of literature. While for the adult reader, Mr. Pease suggests choosing great literature with true values, spiritual values, real emotion and courage. Concerning the depths of literature as represented by different types of books, Mr. Pease expands on his favorite topic as follows: Depth One—surface stories and escape fiction as represented by "Literary Guild" selections; Depth Two—themes, ideas, written by our better novelists, seen in books

of the "Book of the Month Club"; Depth Three—literature containing symbols and high qualities, as Hawthorne, Hemingway and James Joyce.

Miss Doris Gates charmed the group with her faultless story telling and sincere presentation of the several topics which were requested. She provided a list of books with high interest level and simple vocabulary which the librarians sorely needed. Among these books was Miss Gates own book "River Ranch", which she states was written with a vocabulary list at hand. Miss Gates does not recommend presenting boiled down classics but suggests juvenile classics may be pulled and placed on a separate shelf to attract attention, using such slogans as "A Book Is New Until You Have Read It".

Upon request Miss Gates and Mr. Pease appeared together to discuss the topic, "How to Write A Book". Suggestions heard were: "read, reread and research, story framing, decent humility, discipline at the typewriter, new worth and symbolism." The listeners were left with a greater appreciation of the task of an author. Miss Gates emphasized the nonsense of the idea that an author "waits for a mood" before beginning to write. Mr. Pease expressed his belief that a writer must show courage by "going straight to the heart of danger, for there you will find safety."

In commenting upon her books for young children Miss Gates told us that she possessed a gift of total recall of childhood which made it possible for her to live again with her juvenile characters. Excellent advice was given to those librarians interested in juvenile fiction writing by Mr. Pease in his fourteen point analysis of a story and the presentation of a leading publisher's list with a personal word out of his experience, recounting the type of a book most apt to be accepted by each.

Mr. Pease also gave a very comprehensive discussion of magazines, dividing them into four categories: the quality group, little magazines, slicks and pulps. He presented a list of taboos for the slick magazines, enumerating a number of topics which are carefully avoided in pleasing the general public. Both Mr. Pease and Miss Gates assisted in the afternoon group discussions and were much in demand to discuss the various problems considered.

A profitable hour was spent with Miss Dora Smith as leader, presenting the topic of reference books, including atlases, rhyming dictionaries, encyclopedias and other basic books of the reference collection. Many practical suggestions were given, among them, adding a new set of encyclopedias annually, and discarding each set five years old or more; or purchasing extra indexes to encyclopedia sets to make them more usable, and the suggestion of an inexpensive workbook for the study of the dictionary. A stimulating discussion of biographical reference brought out the need for more material on present day authors and led to the suggestion that librarians bombard publishers for this information with the idea in mind that this may bring results. It was further pointed out that a biography file on authors, at the local level, should be kept by each librarian.

Other areas of the curriculum covered by the workshop were: Social Studies under the guidance of Miss Lois Fannin, Science with the able direction of Mr. Eugene Roberts, and the "Use of Books in the Curriculum" which spearheaded the first morning session conducted by Miss Elizabeth O. Williams of the Los Angeles Schools. Mr. James Dierke opened the eyes of the librarians present to the possibility of soliciting the aid of the faculty in book selection, showing how a group of teachers could work together with the librarian to lighten her

task of book ordering, and at the same time create a greater interest on the part of the faculty in the promotion and use of the library.

The request for lists of materials was more than satisfactorily fulfilled. Among the lists was the "One-thousand Suggestions for A Basic Collection in the Elementary School Library" supplied by the San Francisco schools through the generosity of Miss Girdner. The list is arranged by subject areas. San Francisco librarians also provided two magazine lists—one for the senior and the other for the junior high school libraries. The Stockton school librarians presented a subject list, "Kindergarten Through Eight", and the Santa Barbara system "A Family Centered Homemaking" group of selections. Aids to book selection, a list of accepted sources for the use of the librarian, was also handed out to all those interested. Many other speakers and librarians shared their resources but space does not permit mentioning all of them.

The workshop was not without its lighter side. Social festivities included a Chinese dinner; a trip and luncheon at the San Francisco College for Women on historic Lone Mountain; and a buffet dinner in honor of the consultants, leaders, chairmen and their guests in the charming Mill Valley home of Mrs. Sidney Thompson. Another special event was a trip to Los Gatos during the weekend.

Saturday found a large number of the workshop group, picnic boxes under arm, motoring to the home of the World Youth Publishing House, in response to the invitation issued by Miss C. D. Smiley. The exquisite beauty of the buildings of hand-made adobe brick, built by the authors themselves, vied with the warmth of the reception given by the hostesses in captivating the librarians. An afternoon spent in the cool memento filled drawing room, with Misses Smiley and Meagher displaying their priceless collection of

saris and telling tales of their experiences in the Orient, concluded an interesting and profitable day.

Highlight of the social functions was the sun deck luncheon generously provided by the staff of the University of San Francisco. This event was the concluding activity of the workshop. Included among the guests was a most interesting group of California authors, professors from the university, librarians and consultants from the workshop. The atmosphere which was evidenced on this occasion proved beyond a doubt that the workshop possibilities had "caught on" and re-echoed with the invitation, "Come back again next year."

### GUEST SPEAKERS ON CHILDREN'S LITERATURE

The School of Library Science at Immaculate Heart College is sponsoring a series of four lectures in connection with its Children's Literature class under the supervision of Miss Gladys English. The first two guest speakers were Mrs. Frances Clark Sayers, lecturer in Children's Literature at UCLA, who presented "Twentieth-Century Illustrators" on November 5th and Miss Doris Gates, well-known author of children's stories and winner of the William Allen White Children's Book Award, who spoke on "Story-telling" on November 19th. Miss Rosemary Livey, Head of Work with Children at the Los Angeles Public Library will discuss "Poetry for Children" on December 3rd; and Miss Leone Garvey, lecturer in Children's Literature at the University of California at Berkeley, speaks on "Folklore" on December 17th. The lectures are given on Saturday mornings at 10:30 in Room 110 of the College Administration Building. Librarians and their friends are cordially invited to attend.

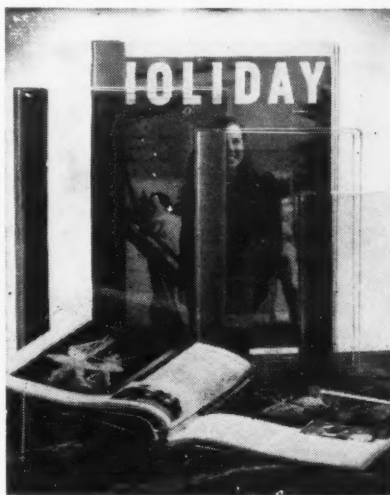
### SOUTHERN SECTION MESSAGE

(from page 6)

ards we have established, we must have more and more trained followers. I urge you to continue to plant the seeds of our profession.

Striving to reach a variety of interests and tastes, our Christmas and Spring Meeting programs will be both practical and inspirational, a turning in on ourselves for self survey, a turning out from ourselves to wider horizons. Your presence will be your answer to this type of program. Then those who have been hard at work with these arrangements will know that they have your satisfaction and support.

As we watch these various activities grow and ripen, and as Walt Whitman said, "First a blade, then the ear, then the full-grain in the ear," the culmination of this year's endeavor will be fulfilled.



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## A. L. A. CONFERENCE NOTES

MARY LOUISE SEELY

Philadelphia provided a very warm reception of 95-97 degree temperatures for over 4300 librarians registered at the 74th Annual Conference of the American Library Association. The Association returned to the city of its first meeting for this conference which was held, quite appropriately, during the first week of July. Librarians had an official share in the city's celebration of Independence Day when L. Quincy Mumford, president of A.L.A. and Librarian of Congress, read a portion of the "Declaration of Independence" at the dedication ceremonies of Independence Hall. Later in the day he presided at the first general session of the Conference.

The Conference theme "Libraries in the Life of the Nation" was developed at the general sessions. Assistant Secretary of State, George V. Allen, spoke on libraries in government, stating that the awakening of undeveloped villages is brought about by our libraries abroad. Victor Reuther, of the C.I.O., spoke of libraries in labor and emphasized the importance of libraries participating in community activities. John A. Stevens, Vice-President of U.S. Steel, speaking of libraries in business, declared that 27 million people in the country are without any library service whatever. Jonathan W. Daniels, author and editor, *News and Observer*, Raleigh, N. C., discussed in a witty fashion libraries in rural life. Mr. Daniels paid a high compliment to librarians in his statement, "I don't think librarians anywhere are afraid." Urbanization and suburbanization have taken place around us all the time so that it is our job to provide books for any man, anywhere, anytime. The problem of rural-urban readers is past. R.F.D. (reading, freedom and democracy) are letters which are important now only as a new meaning for democracy for Americans everywhere.

At the State Assembly of the American Association of School Librarians, reports of the year's activities in school library associations were summarized by Regions instead of by "States" this year. The major fields of activity reported were much the same as last year: 1) the preparation of school library standards, 2) the establishment of state school library supervisory service, 3) the growth of student library assistant organizations. Although the subjects may be the same from year to year, progress is being made in these fields.

A major decision of the A.L.A. Council was its approval of the Management Survey Report, which was made by the firm of Cresap, McCormick and Pager. Implementation of the recommendations is to start at once and will result in a better organization through which we can make our libraries stronger, more vital and more effective as they do their part to meet the challenge of educating our increasing population. Not only was much time of the Council meetings given to this report, but all business in divisional, board, and committee meetings was conducted with a view to implementing the recommendations of the survey report.

Although the Council was primarily concerned with the survey report, there was other important action. Of particular interest to school librarians was the unanimous approval by the Council of the "School Library Bill of Rights" which had been officially accepted by the American Association of School Librarians. Throughout the week there seemed to be an emphasis on *services* which librarians might give.

"A Revised Code of Rules for Cataloging; What Should the User Expect from the Catalog?" was the topic of the program meeting of the Division of Cataloging and Classification. The viewpoint of public and university libraries and of ad-



ministrators and reference librarians were presented. In presenting the needs of the school librarian, Mary Louise Seely defined the school library and its responsibilities and discussed the needs of the author and title catalog. The paper concluded with the point that the school librarian wants accurate and consistent entries in the catalog, which must be a simple one, provided promptly after the books are received. The school librarian has a greater interest in the subject catalog than in the author and title catalog.

The A.L.A. Interdivisional Committee on Cataloging and Classification of Children's Materials is attempting to learn what school librarians consider to be the shortcomings of present cataloging tools so that recommendations may be made for future editions which will better suit the needs of school librarians.

More and more libraries are tending to centralize their processing. The program on regional processing discussed practices of several of these libraries.

The Newbery-Caldecott dinner was appropriately opened by the Town-Crier, who announced to the assembled librarians the honored recipients of the two awards. Meindert DeJong, who received the Newbery award for his *Wheel on the School*, delighted the group as he spoke of his two childhoods in the Netherlands and in America. He discussed the need for going "down into childhood" to write for children. Charming Marcia Brown suggested that the Caldecott award for her illustrations of Cinderella might have come to her for "sheer persistence in running up." She spoke of the need to make sure the story to be illustrated would be worth the time of the artist and of the child. She emphasized the importance of clarity, vitality of the message and genuineness of feeling, of line and color and of symbolism in illustrating books for children.

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## NEWS NOTES

The new assignments announced by the Chief Librarian of the San Diego City Schools, include the following:

Mr. Curtice, at Dana Junior High, succeeds Virginia Smiley, who resigned in August to accept a position overseas with the Army Library Service in Germany. Mr. Dan Gibson, who was at Roosevelt Junior High last year, has been transferred to the new Marsten Junior High School, which opened this year. His position at Roosevelt has been filled by Mrs. Wanda Wiltse, formerly of the San Diego Public Library staff.

Mrs. Martha Lavelle Laird has transferred from Lincoln Senior High School to Memorial Junior High. Mrs. Laird is chairman of the San Diego City Schools Librarians Council this year. Succeeding Mrs. Laird at Lincoln Senior High is Mrs. Hester Kylo. Mrs. Kylo was formerly Children's Librarian at McCaskill Training School Library, State College, Superior, Wisconsin. Mrs. Marilyn Anderson is librarian at the Woodrow Wilson Junior High School, succeeding Mrs. Eleanore Geiger, on leave this year to enjoy her new little daughter, Michele, born July 7.

Mrs. Evelyn B. Detchon, formerly librarian of the Coronado Public Library, is librarian at the San Diego Junior College, replacing Dr. Hazel Pulling. Dr. Pulling

is now on the faculty of the Graduate Department of Library Science, Immaculate Heart College, Los Angeles.

Mrs. Dilla MacBean has just been appointed Library Consultant for Spencer Press, Inc. of Chicago.

Mrs. MacBean, who recently retired as Director of Libraries for the Chicago Board of Education, has long been identified with school libraries, and is presently serving as President of the American Association of School Librarians, a Division of the American Library Association. She is an author in both the book and periodical fields, and has served on library school faculties of several universities and teachers' colleges.

Spencer Press is the publisher of *The American Peoples Encyclopedia*, *The Children's Hour* and the new young people's reference set, *Our Wonderful World*, edited under the direction of Dr. Herbert S. Zim.

For the first time in Dartmouth College history a woman has been named a full professor with the election of Miss Ellen F. Adams to the position of associate librarian of Baker Library, with the rank of assistant professor.

Miss Adams, a graduate of Mount Holyoke College in 1915, received her bachelor of library science degree in 1917 at

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New York State Library School. Prior to joining the Dartmouth faculty in 1919, she had been acting librarian at Skidmore College.

Miss Virginia L. Close, reference librarian, also was elected to professional rank when she was named an assistant professor. She continues her work as reference librarian.

Doctor Hazel Pulling joins faculty of Graduate Department of Library Science at Immaculate Heart College in September. Miss Pulling, a native of Canada has a B.S. in Library Science from U.S.C. in 1938. Having had a M.A. in History from the University of Chicago she completed the work for a Ph.D. at U.S.C. in 1944. Miss Pulling was reference librarian at San Jose College before she began her teaching career in the Library School at University of Southern California in 1940, where for ten years she taught the bibliographical courses. In 1950 she was assistant to Louis Shore at Florida State Library School. During 1951-1953, Miss Pulling was director of the Department of Library Science Texas State College for Women at Denton.

Besides her own administrative ability Doctor Pulling brings to Immaculate Heart College a vast and valuable experience in library education. The fourth and newest school of library science in California is especially fortunate in having Dr. Pulling to assist in shaping and directing the M.S. and Librarianship Credential program. As the Department offers a special program to those who have the B.S. in L.S. and wish to earn the M.S. degree, former students of Dr. Pulling are pleased with the opportunity to attend her advance courses in reference, library administration and research methods.

Gladys English also joins the staff as lecturer. As former Head of Children's work at the Los Angeles Public Library, Miss English is qualified to teach Chil-

dren's Literature. All courses will be given evenings and Saturday mornings to accommodate in-service librarians and teachers.

For further information write or phone: The Director, 2070 East Live Oak Drive, Los Angeles 28, California, HOLLYWOOD 9-1447, Ex. 12.

## JEAN GALEHOUSE

On June 19, 1955, Jean Galehouse passed away at the Hollywood Hospital. Her death came as a shock to her many friends for they had not known that she was suffering from throat cancer.

Jean was a valued member of the Southern Section of the School Library Association and was its president during the year 1951-52. She had served as chairman of committees prior to that and continued to recognize her professional responsibility by taking an active part in library organizations. During the last year of her life, she had served as chairman of one of the book evaluation committees of the Los Angeles schools.

Jean came to California from Ohio. She had spent several summers here attending the Library School of the University of Southern California. After that she moved to California and served as a librarian in the Long Beach schools before going to Hollywood High School.

She had been librarian at Hollywood High School for six years and made a fine, outstanding contribution to that school. She believed in her students and was always ready to help them accept their responsibilities to society. She liked them for their energy and enthusiastic curiosity and they liked her.

We admired her calmness and serenity. She was always ready with a smile and a pleasant greeting. We will miss Jean very much for she was a friend to all of us.

## WINIFRED E. SKINNER

Miss Winifred E. Skinner, Librarian at Pasadena High School and Junior College, Pasadena, California, for 36 years until her retirement in 1947, passed away on June 13, 1955.

A native of Shelburne, Massachusetts, Miss Skinner came to Pasadena in 1900. From 1905 to 1910, she was assistant at the Pasadena Public Library; and from 1910 to 1911, Librarian at the Throop Academy (forerunner of the California Institute of Technology). She was assistant in the Pasadena High School Library from 1911 to 1912 and became Librarian in 1912. From 1925 to 1947, she was Librarian of Pasadena Junior College (which absorbed the 12th and 13th grades of the high school under 6-4-4 plan). Miss Skinner received her library credential from the Los Angeles Public Library in 1922, and her Master's Degree from Occidental College in 1935. She was a long-time member of ALA, California Library Association, and the School Library Association of California.

## ARIEL (PAT) STEPHENS

On August 6, 1955, Ariel (Pat) Stephens, librarian at Long Beach Polytechnic High School for seventeen years, passed away after a few months illness.

Pat had lived in Long Beach since 1912, finishing high school at Polytechnic High, then graduating from the University of California at Berkeley. Her library school was the old Los Angeles Public Library School now affiliated with the University of Southern California. With the exception of one year in the Seattle Public Library, Pat served as librarian of the East

Branch of the Long Beach Public Library from 1923 to 1938. In 1938 she accepted a position in the Long Beach Polytechnic High School Library, becoming head librarian a few years later.

Pat's strong, wholesome influence was felt not only by her contemporaries, but by the students with whom she worked. There was a certain rugged moral strength about her which made all with whom she came in contact realize her vibrant personality and her interest in people. Such phrases as moral integrity, downright courage and indomitable faith portray the character of one who will be deeply missed professionally and personally.

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## BULLETIN EDITORS

A survey of past volumes of the *Bulletin*, indicates that each of the SLAC sections from 1929 to 1936 had issued separate publications. In 1936 the efforts were combined in the eighth volume under the editorship of Helen C. Bullock, making the 1955-56 the 19th year of joint publication and the 27th volume.

The Nominating Committee may be interested to learn who past editors were:

### Southern Section Editors

Anne Mitchell Massey . . . . .	1929-30
Ruth Lewis . . . . .	1930-31
Edna E. Anderson . . . . .	1931-32
Hope L. Potter . . . . .	1932-33
Maud Klasgys . . . . .	1933-34
Mrs. Gretchen S. Doyle . . . . .	1934-35
C. Louise Roewekamp . . . . .	1935-36

### Northern Section Editors

Elizabeth Patton . . . . .	1929-30
Ruth Seymour . . . . .	1930-31
Ruth Seymour . . . . .	1931-32
Mildred L. Beymer . . . . .	1932-33
Mildred L. Beymer . . . . .	1934-35
Eleanor McAllister . . . . .	1935-36

### State Editors

Helen C. Bullock . . . . .	1936-37
Mrs. Teresa C. Fulford . . . . .	1937-38
Helen C. Bullock . . . . .	1938-39
Marion G. Renshaw . . . . .	1939-40
Katherine Leithold . . . . .	1940-41
Helen M. Herney . . . . .	1941-42
Marion B. Werner . . . . .	1942-43
Marion Horton . . . . .	1943-44
Marjorie Schramling . . . . .	1944-45
Marvin Cragun . . . . .	1945-46
E. Ben Evans . . . . .	1946-47
Mary Lins . . . . .	1947-48
Marjorie Fullwood . . . . .	1948-49
Barton H. Knowles . . . . .	1949-50
Mary Fleck . . . . .	1950-51
Lucile Wester . . . . .	1951-52
Mrs. Mildred P. Frary . . . . .	1952-53
Elizabeth Bantz . . . . .	1953-54
Eva L. Andrews . . . . .	1954-55

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## NEWS NOTES

Reported from the Los Angeles City School Districts are the following changes in personnel:

### *Leaves of Absence*

- Dorothy Adams, from Wilson High School (Ford Foundation)
- Mrs. Lee Gibbons, from Sutter Junior High School
- Florence Gregory, Sabbatical — Europe
- Mrs. Marjorie Knapp, from Fremont High School
- Elizabeth Reining from Library & Textbooks to Riverside County—Supervisor of Libraries
- Mrs. Marilyn Sawyer, from Dana Junior High School (teaching in Europe)

### *New Assignments*

- Mr. Mardie Jay Bakjian, Wilson High School
- Mrs. Winifred Bishop, Hollywood High School
- Mrs. Theda Firschein, Sutter Junior High School
- Mrs. Lena Gorelick, Airport Junior High School
- Mrs. Johnna P. Hayes, Substitute, Library and Textbook Section
- Catherine Jones, Garfield High School
- Mrs. Tatiana P. Keatinge, Reseda High School
- Mr. William C. Macmillan, Dana Junior High School
- Belle A. Maley, Gompers Junior High School
- Marion Joy Morgan, Catalog Department—Library and Textbook Section
- Berdine Petri, Sequoia Junior High School
- Mrs. Gloria M. Sturgis, Fremont High School
- Camille Baxter, Harbor Junior College
- Mrs. Ruby D. Edenquist, Van Owen-Coldwater Junior High School
- Mrs. Eleanor C. Maxell, Palisades-Brentwood Junior High School

*Mrs. Evelyn Lopes* was married this summer to Harry T. Crouch, an insurance salesman. Mrs. Crouch is Librarian at Shasta Union High School, Redding, California.

The San Joaquin County School Library reports that *John F. Bahnsen*, a former teacher in the elementary schools of San Joaquin County, is now the librarian for the County School Library. Mr. Bahnsen took his undergraduate training at the College of the Pacific, majoring in elementary education. He is now completing work in his Librarianship Credential at San Jose State College.

*Miss India Newton* accepted the librarianship of the Shasta College Library at Redding this fall. She is a graduate of the San Jose Library School. Redding and vicinity are especially library conscious this year, with the completion of three new high school libraries at Shasta High, Enterprise High and the newly opened Central Valley High School. All these schools are under the supervision of Mrs. Evelyn L. Crouch.

Six personnel changes are noted in the libraries of the Oakland Public Schools:

Mrs. Himeko Tsuchida, UC Class of 1954, is the new librarian at McClymonds High School. She replaces Miss Beulah Dillenbeck, who has gone to Riverside High School, Riverside, Calif.

Mrs. Helen Truber, UC Class of 1955, is the newly appointed assistant librarian at the Oakland Junior College.

Mrs. Catherine Pendleton, Librarian, Lowell Junior High School, is taking a leave of absence. Mrs. Homer Herman, formerly of Golden Gate Junior High School, is replacing her.

Mrs. Theano Johnson from Wayne University, is the new librarian at Golden Gate High School.







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